DOCUMENT RESUME

ED 423 316 TM 029 229

TITLE	Regional Educational Laboratories: 1997 Performance Plan Report.
INSTITUTION	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	20p.; For the 1997 annual report, see TM 029 228.
CONTRACT	RJ960016001
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Cooperation; *Educational Improvement; Educational Research; Elementary Secondary Education; Federal Government; *Information Dissemination; *Networks; Policy Formation; Program Effectiveness; Program Evaluation; *Research and Development
IDENTIFIERS	Office of Educational Research and Improvement; Reform Efforts; *Regional Educational Laboratories

ABSTRACT

The 10 Regional Educational Laboratories work to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. This report presents 1997 performance data on three common objectives of the Regional Educational Laboratory Program sponsored by contracts with the U.S. Department of Education, administered by the Office of Educational Research and Improvement. The objectives common to the Laboratories are: (1) develop policies, strategies, and/or models of comprehensive, effective reform that are used to assist states and local school districts as they implement programs in which all students achieve at high levels and/or in which emerging theories of learning are assessed and validated; (2) identify or produce materials and strategies for implementing reform in policy and practice and improvement throughout districts and states; and (3) facilitate, create, and expand networks, alliances, and joint ventures that address significant issues in support of state and local reform. This report provides a snapshot of the Laboratories' status in achieving these three objectives at the close of fiscal year 1997, 2 years into the Regional Educational Laboratory contract. In 1997, the Laboratories worked on the development of 54 different initiatives at 478 development sites. Capacity building, student impact, and the potential for scaling up the activity are aspects that are being studied. With regard to materials and strategies for implementing educational reform, in 1997 the Laboratories made 1,783 distinct products and 1,213 distinct services available to their clients. Clients have rated these products and services highly, and evaluations of their use continue. Other accomplishments of the Laboratories include participation in 99 alliances for reform and cooperation in 46 joint ventures. A map shows the locations of the Regional Laboratories and their addresses and contact information are given. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

1997 PERFORMANCE PLAN REPORT

ED 423 316

TM029229

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

REGIONAL EDUCATIONAL LABORATORIES:

vital partners with state and local educators, community members, and policymakers in using research to tackle the difficult issues of education reform and improvement.

The network of 10 Regional Educational Laboratories works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice.

This report presents 1997 performance data on three common objectives of the Regional Educational Laboratory Program supported by contracts with the U.S. Department of Education, administered by the Office of Educational Research and Improvement (OERI).

This report on the Regional Educational Laboratories' Program Performance Plan responds to the Government Performance and Results Act of 1993. Under this Act, the Department of Education provided a set of benchmarks so that Congress and the American public can judge the performance of Department programs in working toward the goal of all students attaining high levels of academic achievement.

The Program Performance Plan for the Regional Educational Laboratories identifies an overarching goal for the program: "To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state, and intermediate agencies." To achieve this goal, the Laboratories pursue a range of objectives and strategies, some of which are common to all 10 Laboratories. Three of these shared objectives form the basis for the Laboratories' Program Performance Plan. To accompany each objective, the Program Performance Plan also establishes performance indicators and strategies. This framework helped guide the evaluation efforts of the Laboratories during FY 1997.

The objectives common to the Laboratories in the Program Performance Plan are: (1) develop policies, strategies, and/or models of comprehensive, effective reform that are used to assist states and local school districts as they implement programs in which all students achieve at high levels and/or in which emerging theories of teaching and learning are continually assessed and validated; (2) identify or produce materials and strategies for implementing reform in policy and practice and improvement throughout districts and states; and (3) facilitate, create, and expand networks, alliances, and joint ventures that address significant issues (e.g., standards, assessment, use of technology, etc.) in support of state and local reform. These objectives, however, are not intended to provide a comprehensive description of all Laboratory work. Beyond this shared ground, each of the Laboratories has a broader scope of work, much of it targeting the education problems of its region. The purpose of this report, however, is to provide a snapshot of the Laboratories' status in achieving these three objectives at the close of FY 1997, two years into the Regional Educational Laboratory contract.

A number of staff from the Regional Educational Laboratories and the Office of Educational Research and Improvement in the Department of Education collaborated in developing the Laboratories' objectives, indicators, and measurement procedures. A Laboratory director and an OERI staff member served as co-chairs of the Laboratory Indicators Group.

The information contained here describes a framework for measuring the Laboratories' performance in relation to the indicators, provides baseline data on most of the performance indicators,[1] and for certain indicators, offers follow-up data. Other data collection will take place in subsequent years according to the Program Performance Plan.

[1] *To complete portions of this study, Laboratories adapted existing data to agreed upon indicators and definitions. Because it was not always possible or practical for every Laboratory to reanalyze data for all of the indicators, the number of Laboratories reporting on different indicators varies. Adjustments in data collection will be made to better respond to some indicators in future years.*

OBJECTIVE 1

evelop policies, strategies, and/or models of comprehensive, effective reform that are used to assist states and local school districts as they implement programs in which all students achieve at high levels and/or in which emerging theories of teaching and learning are continually assessed and validated.

BEST COPY AVAILABLE

The Regional Educational Laboratories develop policies, strategies, and/or models of comprehensive, effective reform for many purposes and audiences. All of the Laboratories have, as part of their mission, helped educators and decisionmakers apply R&D-based findings or programs to real-world settings. Development is the bridge between research and its useful application. The development process produces new procedures, tools, programs, and services and tests their effectiveness for users.

The Laboratories' applied research and development activities to assist states and local school districts have certain characteristics in common. Laboratories enter into collaborations with schools, school districts, and other partners by invitation and work side-by-side with them. In these collaborations, stakeholders agree about the need for R&D-based product development or application. Their efforts focus on applying R&D knowledge and resources to meet that need.

While Laboratories provide services and provide assistance to hundreds of schools and districts, the initiatives that are the subject of Objective 1 are special in that they represent significant, long-term development efforts that merit careful study for their potential to move to scale. The development of measurement instruments and data collection on the five indicators that specifically address the Laboratories' performance in achieving Objective 1 will take place in the coming year as originally scheduled.

Indicator 1.1: Number of Development Sites. An increasing number of local and/or state sites will be engaged in collaborative development and demonstration of comprehensive reform-related efforts.

Development sites are locations in which Regional Educational Laboratories collaborate with local partners to transform knowledge about comprehensive reform into practical policies, strategies, and/or models, test them, refine them, and, in many cases, ready them for dissemination on a wider scale. Work in these sites is intensive and long term. Often, several sites contribute to the development of a single work effort or development initiative.

In FY 1997, the Regional Educational Laboratories worked on the development of 54 different initiatives at 478 development sites. Of these sites, 31 percent were in urban schools, 28 percent were in rural schools, 22 percent were in suburban schools, 15 percent were in local education agencies, and 4 percent were in state education agencies.

Indicator 1.2: Scope of work undertaken at development sites. Partners will rate the effort as contributing to comprehensive reform.

The scope of work at development sites targets a variety of intended outcomes that contribute to comprehensive reform. Exhibit 1 provides information on the percentage of initiatives that had a high emphasis on particular outcomes.

Exhibit 1

REL Development Initiatives with High Emphasis on Outcomes That Promote Comprehensive Reform

(by percentage, n= 54)

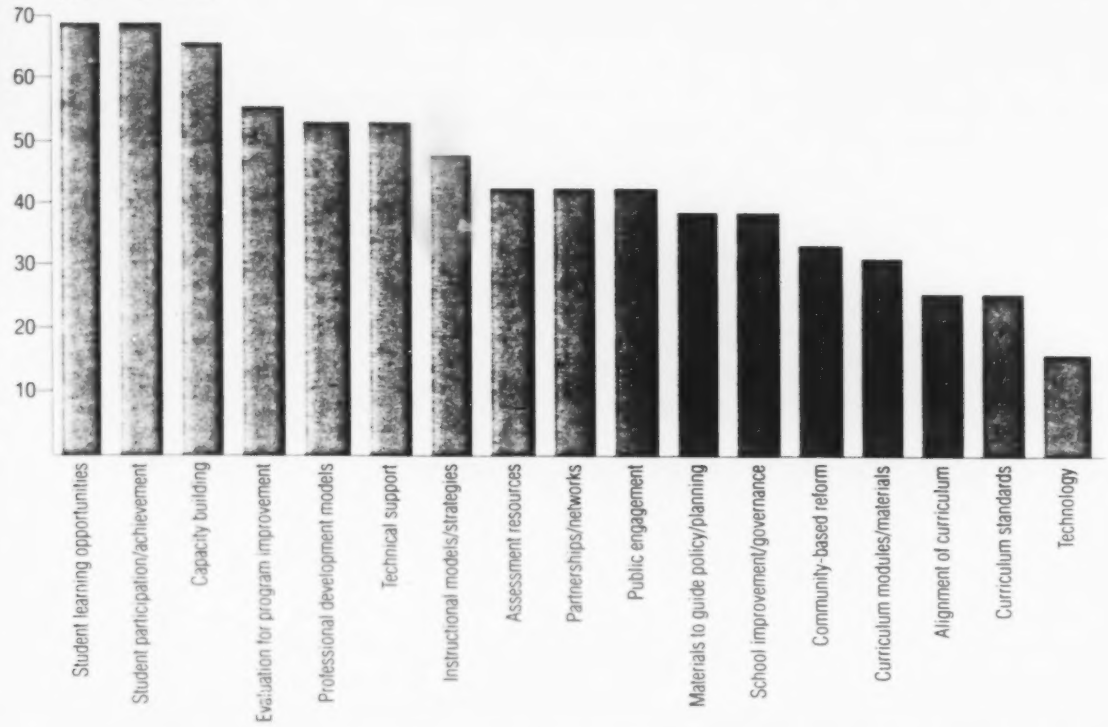


Exhibit reads: 68 percent of REL development initiatives emphasized student learning opportunities as an outcome.

**10 Laboratories reported.*

In FY 1998, the Laboratories will develop instruments for this indicator that measure the extent to which partners rate Laboratory activities as working toward these outcomes. Some data collection is also scheduled for that year.

BEST COPY AVAILABLE

Indicator 1.3: Capacity building. **After two years of onsite development, participants and external observers will report increased capacity at sites to apply research and improve practice.**

The Regional Educational Laboratories' development initiatives target 12 areas of capacity building that significantly influence participants' ability to apply research and improve practice. These capacity building areas include: (1) applying program models; (2) identifying and addressing barriers; (3) collaborating and team building; (4) conveying a vision of reform; (5) using data for program improvement; (6) gaining leadership confidence; (7) designing quality professional development; (8) identifying external support sources; (9) understanding models of reform; (10) addressing equity issues; (11) using technology for program design; and (12) other. During the coming year, Laboratory staff will design instruments to measure the extent to which practitioners and external observers report increased capacity in these areas at development sites. Data collection will begin in 1998.

Indicator 1.4: Student impact. **After a sustained period of onsite development, local sites will show increases in student achievement.**

Laboratory development initiatives aim to improve student achievement both directly and indirectly. The Regional Educational Laboratories anticipate that their development initiatives will promote the following areas that have an impact on student achievement: (1) factors that contribute to learning, preparedness; (2) quality of curriculum; (3) participation, opportunity to learn; (4) capacity to respond to student diversity; (5) student development; (6) student achievement; (7) school-to-work opportunities; and (8) student access to and use of technology.

Valid assessment of student impact will require measures in tune with the missions of the various efforts. These measures will be developed in the coming year. Data gathering on this indicator will begin in FY 1998 also.

Indicator 1.5: Potential for Scaling Up. **An assessment of the potential for scaling up will be reported by REL staff and partners at current stage of work. After a sustained period of onsite development, participants and external observers will report that the effort as implemented has high potential for success in new sites.**

The Laboratories have significant evidence of scaling up. In FY 1997, there were already 236 application sites. These application sites were schools and school districts that implemented programs originally identified or developed by the Laboratories at development sites. The Laboratories' role at these sites was to assist in the implementation of a program, refine it, and/or adapt it to local needs and circumstances. Application sites focused on school districts (31 percent), rural schools (30 percent), urban schools (28 percent), and suburban schools (11 percent). The Laboratories will begin collecting data on this indicator in FY 1998.

OBJECTIVE 2

dentify or produce materials and strategies for implementing reform in policy and practice and improvement throughout districts and states.

BEST COPY AVAILABLE

In addition to the intensive development initiatives that are the focus of Objective 1, the Regional Educational Laboratories identify or produce other materials and strategies for implementing reform in states and school districts. These materials and strategies are available to states, districts, schools, and classrooms across the country. They include professional training programs, assessment tools, research syntheses, and other materials and strategies for implementing reform. They also include products such as newsletters and policy briefs that respond to educators' and policymakers' needs to make decisions based on the most current research and development information.

The Laboratories disseminated nearly 1,800 products and more than 1,200 services to teachers and administrators, higher education staff, policymakers, and the public in the second year of their Regional Educational Laboratory contract. Objective 2 addresses the range of these products and services. It examines the breadth of products and services provided to the clientele of the Laboratories, the number of clients served, the quality of the products and services, and the impact of products and services on clientele and on student achievement.

Indicator 2.1: Availability of resources. A large number of appropriate products and services will be available that respond to customer needs, and more modes of access will be offered for selected products and services, over time.

In FY 1997, the Regional Educational Laboratory system made 1,783 distinct products and 1,213 distinct services available to their clientele. Exhibit 2 shows the types of products made available.

Exhibit 2

Types of Laboratory Products Available

(by percentage, n=1,783)

Type of Product	Percentage
Information about Networks and Information Sources	31
Policy Studies and Briefs	15
Synthesis of Research and/or Craft Knowledge	14
Descriptions of Best Practices	13
Materials for Supporting Professional Development and Training	12
Tools and Processes	8
Reports of Original Research	7

Exhibit reads: Information about networks and information sources made up 31% of products available from the Laboratories.

**10 Laboratories reported.*

Information about networks and information sources accounts for the largest percentage of products available to Laboratory clients. These products included, for example, topical monographs developed in response to frequently asked questions from clients. Laboratory products were available in a variety of formats, and many products were available in more than one format. Print products made up 54 percent of available products, another 47 percent of products were available electronically, 7 percent were available in audio and video format, and 11 percent were available in other formats.

Exhibit 3 illustrates the types of services available from the Regional Educational Laboratories.

Exhibit 3
Types of Laboratory Services Available
(by percentage, n=1,213)

Type of Service	Percentage
Training and Capacity Building of School Staff and Other Educators	28
Shared Development of Products and Services in a Partnership	23
Providing Technical Assistance for Education Projects	20
Other, including Information Searches	16
Building and Sustaining Networks and Sponsoring Conferences	13

Exhibits reads: Training and capacity building made up 28% of services available from the Laboratories.

**9 Laboratories reported.*

More than 70 percent of available Laboratory services included direct assistance in the form of training and capacity building of school staff and other educators, shared development of products and services in a partnership, and technical assistance in education projects. Laboratories offered services in a variety of forms, including one-on-one consultations, small and large group workshops, shared development in partnerships, trainer events, and conferences.

Indicator 2.2: Customer receipt of products. — Increasing circulation of products and services and increasing hits on electronic sites, rising annually from baseline levels.

In FY 1997, the Regional Educational Laboratory system disseminated its products to 862,621 clients. In addition, clients accessed Laboratory Web sites at least 11,834,588 times. During the same period, the Laboratories delivered their services to 148,966 clients. Exhibit 4 shows the percentage of individuals in client groups receiving products and services.

Exhibit 4
Clients Receiving Laboratory Services and Products
(by percentage, n=148,966 for services; 862,621 for products)

Client	% Receiving Services	% Receiving Products
Teachers	44	22
Collaborative Teams and Partnerships, inc. School Staff, Service Providers, and Others	28	3
Educational Administrators	10	21
Representatives from Educational Organizations	6	8
Intermediate Educational Agency Staff	5	10
General Public	3	23
Policymakers	3	1
Higher Education Staff	1	12

Exhibit reads: Teachers represented 44% of clients receiving services and 22% of clients receiving products.

**10 Laboratories reported on products; 9 Laboratories reported on services.*

In terms of services that clients received, more than a third of the clients were partners in shared development efforts with Laboratory staff. Another 33 percent participated in training and capacity building provided by the Laboratory system. Laboratory staff provided technical assistance involving specific, targeted service to 21 percent of the clients. Exhibit 5 demonstrates the types of services Laboratory clients received.

Exhibit 5
Types of Laboratory Services Clients Received
(by percentage, n=148,966)

Type of Service	Percentage
Shared Development in a Partnership	34
Training and Capacity Building	33
Technical Assistance	21
Building and Sustaining Networks and Sponsoring Conferences	12
Other, including Information Searches	Less than 1

Exhibit reads: 34% of Laboratory clients participated in shared development in a partnership.

**8 Laboratories reported.*

Indicator 2.3: Quality of products and services. **More than 80 percent of clients sampled in the field will find Laboratory products and services to be of high quality.**

The vast majority of clients responding to inquiries reported products and services to be *excellent* or *good* in planning, timeliness, and presentation. More than 90 percent of these clients reported that the products and services were *excellent* or *good* in meeting their needs and expectations. Exhibit 6 shows client ratings of the quality of Laboratory products and services.

Exhibit 6

Client Ratings of the Quality of Laboratory Products and Services

(by percentage, n=4,483)

Products and Services*	Excellent	Good	Satisfactory	Fair	Poor
Overall Quality	52	38	8	1	1
Planning of the Product and Service	68	22	8	1	1
Timeliness of the Product and Service	59	35	4	1	1
Presentation of the Product and Service	58	31	8	1	1
How Well the Product or Service Met Client's Needs and Expectations	51	41	6	1	1

Exhibit reads: 52% of clients rated the overall quality of Laboratory products and services excellent.

**5 Laboratories reported.*

Indicator 2.4: **Contributions of events, products, and sustained services. More than 80 percent of clients sampled will report contributions to their knowledge, skills, and professional work (e.g., teaching, administration, policy, professional development).**

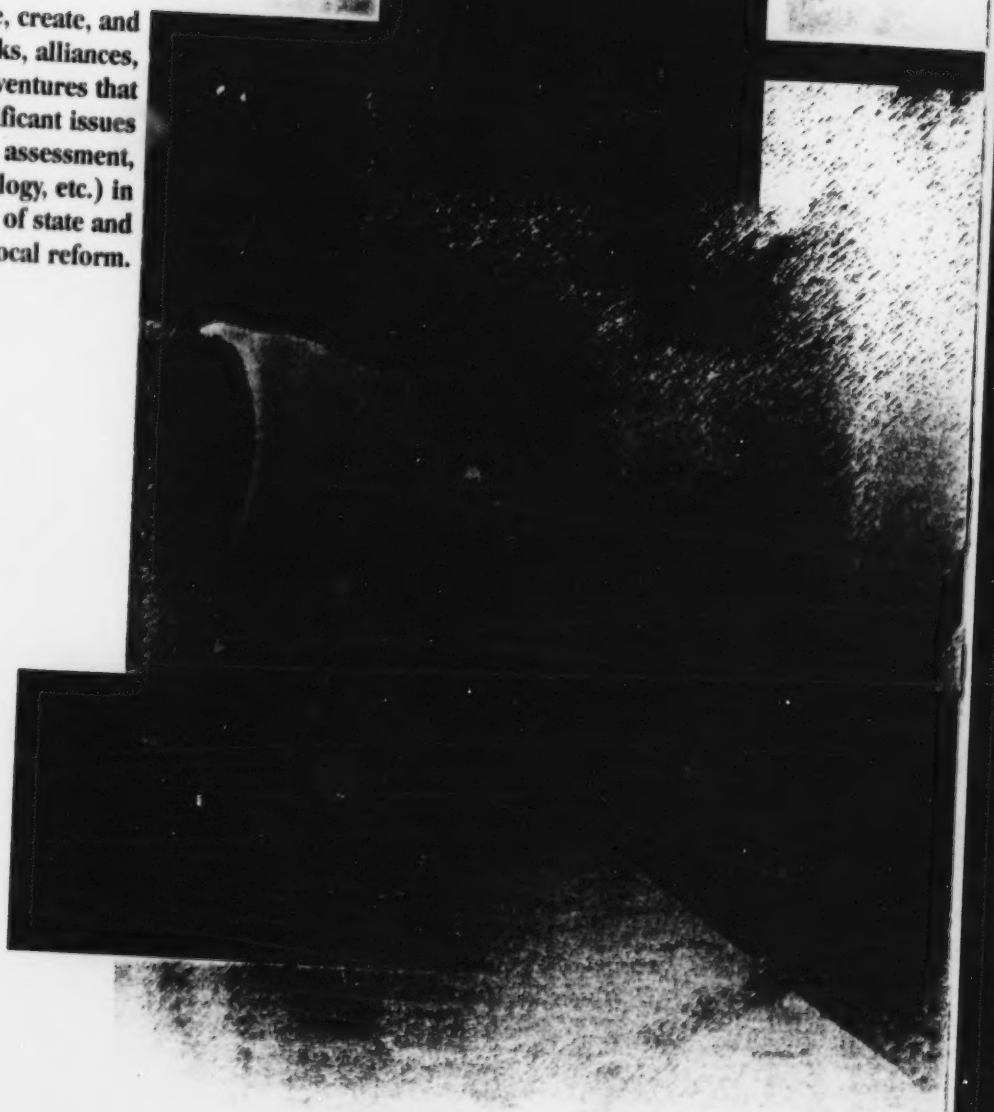
Clients of three Laboratories identified the impact that Laboratory products and services have had in their schools and organizations. Of the 1,351 clients in the sample, 74 percent said that Laboratory products and services had provided them with awareness of important new skills and knowledge; 70 percent said they had used Laboratory products and services to inform decisionmaking and planning in schools; and 63 percent reported changing or enhancing the quality of their professional practices as a result of Laboratory products and services.

Indicator 2.5: **Student achievement. In sites receiving substantial assistance, student achievement will increase.**

Among the clients of three Laboratories that had data about the impact of their products and services, 30 percent reported that Laboratory products and services positively affected student performance. Data collection on the nature of the impact on student achievement is scheduled to begin in FY 1998.

OBJECTIVE 3

acilitate, create, and expand networks, alliances, and joint ventures that address significant issues (e.g., standards, assessment, use of technology, etc.) in support of state and local reform.



BEST COPY AVAILABLE

Objective 3 encompasses functions that are unique to the Regional Educational Laboratories, that is, creating a *climate* for scaling up comprehensive reforms among a region's education systems (i.e., SEA, district, school, classroom, higher education, community, business, legislature). An important goal of most alliances and networks is to foster opportunities in which constituents can learn about knowledge-based reforms, and help them take hold and flourish. Alliances help build the capacity of members, leverage resources, and develop relationships for Laboratories that facilitate other activities, including research and development.

Alliances vary both in type and in the role that Laboratories play in them. For example, in one alliance, 10 curriculum and instruction directors from SEAs in the region met several times during the year to design priorities, conduct development work, and share strategies and concerns. The Laboratory served as convener and moderator. In another alliance, 15 schools in an urban district worked together to develop and implement reform initiatives. The Laboratory was a co-developer and information provider. In yet a third alliance, a regional network of SEA policy analysts and advisors formed to offer opportunities for interaction and to respond to needs for educational research and policy information. A Laboratory initiated this alliance.

Joint ventures focus on a variety of topical areas with a range of federally funded partners. One Laboratory worked with a state's resource center and the U.S. Department of Education to provide information and assistance related to charter schools. Another Laboratory, in partnership with ERIC, developed a publication on community-based learning in rural settings. In cooperation with other Laboratories, still another Laboratory took the lead in examining strategies for curriculum-based reform initiated across all 50 states.

The four indicators for this objective are designed to capture key features of strategic alliances and joint ventures as well as customer and partner judgments about their significance and impact.

Indicator 3.1: Significant roles of Laboratories in strategic alliances. The total number of alliances in which Laboratories have significant and sustained roles will increase over time.

For FY 1997, the 10 Laboratories reported a total of 99 alliances. These alliances were national, regional or multistate, statewide, regional within a state, or local. They ranged in size from three individual members to 100 individual members. Exhibit 7 describes the multiple roles that Laboratories typically played in these alliances. Laboratories provided information, convened alliance meetings, and actually initiated alliances. The importance of networking for carrying out the work of the Laboratories is clear: the Laboratories initiated almost two-thirds of the alliances in which they participated. The "Other" category includes Laboratories serving as evaluators, developers, researchers, providers of training or technical assistance, facilitators, and providers of financial support.

Exhibit 7

Roles of Laboratories in Alliances

(by percentage, n=99)

Laboratory Role	Percentage
Information provider	85
Convener	67
Initiator	64
Other	45
Moderator	43
Logistics/Administration	39

Exhibit reads: Laboratories played an information provider role in 85% of their alliances. Percents will not sum to 100 because of multiple roles.

**10 Laboratories reported.*

Exhibit 8 shows the types of alliances in which Laboratories were involved and indicates that most alliances had more than one purpose. While the most common type of alliance (more than one-third) was based on job-alike affiliations, the picture is one of great diversity. The "Other" category includes cross-institution groups (consisting of home, school, and community; or higher education, research institutions, school districts, and teachers) or intra-governmental groups (legislative and executive).

Exhibit 8

Types of Laboratory Alliances

(by percentage, n=99)

Type of Alliance	Percentage
Job-alike Affiliations	36
Widespread Dissemination/Scaling Up	32
Broad Reform Networks	27
Co-development Groups	23
Other	22
Topic-specific Groups	19
Provider Agencies	17

Exhibit reads: 36% of Laboratory alliances were based on job-alike affiliations. Percents will not sum to 100 because alliances are described by multiple characteristics.

**10 Laboratories reported.*

Indicator 3.2: Significance and impact of alliances. **For more than 80 percent of alliances sampled, direct participants will perceive that alliances address significant educational concerns or expand their capacities.** Six of the 10 Laboratories surveyed or interviewed alliance members to ascertain their perceptions of the significance and impact of the alliances. In 90 percent of alliances sampled, at least 80 percent of respondents within each alliance indicated that the alliances addressed significant educational concerns or expanded their capacity.

Importantly, 92 percent of respondents cited more than one outcome of the work of the alliance and only 2 percent indicated that the work of the alliance had not yet resulted in important outcomes. The types of outcomes that alliance participants cited most often (noted by half or more of the respondents) were: opening of meaningful new lines of communication, providing a unique forum for discussing important issues, expanding the knowledge and capacity of participants, creating productive new working relationships, and cultivating new skills in members.

Indicator 3.3: Cooperative activity with other federally funded entities. **The number of joint ventures with other federally funded research institutions and providers of information and technical assistance will increase over time.**

Nine of the 10 Laboratories reported on joint ventures. Together, these Laboratories indicated participating in 46 joint ventures in FY 1997. Joint ventures are defined as including at least one federally funded partner such as another Laboratory, a Comprehensive Center, a Regional Technology Center, an Eisenhower Regional Mathematics and Science Consortium, an OERI Research Center, an ERIC Clearinghouse, a desegregation assistance or special education center, or a federal department such as Labor, another division within the Department of Education, or the National Service Corporation. In addition to federally funded partners, ventures often involved other partners, including professional organizations, state and regional councils, state departments of education, universities, and resource centers.

Exhibits 9 and 10 show the nature of these joint ventures and their focus. Exhibit 9 shows that most ventures had multiple purposes. Three-quarters engaged in information dissemination, more than half in product development, and about half in technical assistance. The fact that many joint ventures extended beyond information sharing and networking to development, technical assistance, and research is significant because such activities demand considerable cooperation by partners.

Exhibit 9
Types of Joint Ventures
(by percentage, n=46)

Type of Joint Venture	Percentage
Information Dissemination	74
Product Development	54
Technical Assistance	50
Service Coordination	33
Building Alliances	33
Laboratory Networking Program	24
Research Project	22
Other	11

Exhibit reads: 74% of Laboratory joint ventures focused on information dissemination. Percents will not sum to 100 because ventures had multiple characteristics.

**9 Laboratories reported*

Exhibit 10 shows the focus of joint ventures. The picture is diverse, with the most emphasis on curriculum, learning, and instruction; rural education; and the school change process. The category "Other" includes school facilities, professional development, education and human service policy, school-to-work, and teacher leadership.

Exhibit 10
Focus of Joint Ventures
(by percentage, n=46)

Focus of Joint Venture	Percentage
Curriculum, Learning, and Instruction	43
Rural Education	30
School Change Process	28
Other	26
Educational Technology	22
Assessment and Accountability	20
Urban Education	17
Early Childhood Education	17
Language and Cultural Diversity	11

Exhibit reads: 43% of Laboratory joint ventures focused on curriculum, learning, and instruction. Percents will not sum to 100 because ventures had multiple topics.

**9 Laboratories reported*

Indicator 3.4: Significance and impact of joint ventures with other federally funded entities. For more than 80 percent of cooperative ventures sampled, partners will perceive that activities address significant educational concerns or expand capacities of participants. Partners will recognize that there are specific contributions of the Laboratory.

Five of the 10 Laboratories surveyed or interviewed partners in 23 ventures to ascertain their perceptions of the significance and impact of joint ventures. In 78 percent of ventures sampled, at least 80 percent of partners in the venture indicated that the venture addressed significant educational concerns or expanded their capacity. Half or more of the respondents cited strengthening relationships and leveraging resources and efforts for greater impact as outcomes of joint ventures. Virtually all respondents cited more than one positive outcome of the venture in which they were involved.

Eighty-three percent recognized or described specific contributions of the Laboratories. They cited Laboratory roles and assistance such as:

- Specific expertise in topic areas, managing collaborative research projects, and facilitation of group work
- Up-to-date, comprehensive professional staff development, follow-up, and provision of high-quality materials and other resources
- Sensitivity to field-based needs, individualized assistance, advocacy, and perseverance and dedication
- Moderator or facilitator between a range of service and information providers and the recipients of that assistance

Future years' reporting will update information on these indicators. In any given year there may be somewhat more or fewer than the number reported for FY 1997. This is because while new alliances are likely to form to meet new objectives, some older alliances may complete their original purposes and disband.

REGIONAL EDUCATIONAL LABORATORIES

Appalachia Educational Laboratory (AEL)
Director: Dr. Terry L. Eidell
Address: Post Office Box 1348
Charleston, WV 25325-1348
Phone: (304) 347-0400
Fax: (304) 347-0487
E-mail: aelinfo@ael.org
Internet: http://www.ael.org

Laboratory for Student Success (LSS)
Director: Dr. Margaret C. Wang
Address: Temple University/Center for Research in Human Development and Education
933 Ritter Annex, 13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
Phone: (215) 204-3000
Fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Internet: http://www.temple.edu//lss

Mid-continent Regional Educational Laboratory (McREL)
Director: Dr. J. Timothy Waters
Address: 2550 South Parker Road, Suite 500
Aurora, CO 80014-1678
Phone: (303) 337-0990
Fax: (303) 337-3005
E-mail: info@mcrel.org
Internet: http://www.mcrel.org

North Central Regional Educational Laboratory (NCREL)
Director: Dr. Jeri Nowakowski
Address: 1900 Spring Road, Suite 300
Oak Brook, IL 60523-1480
Phone: (630) 571-4700
Fax: (630) 571-4716
E-mail: info@ncrel.org
Internet: http://www.ncrel.org

Northeast and Islands Regional Laboratory (LAB)
Director: Dr. Phil Zarlengo
Address: 222 Richmond Street, Suite 300
Providence, RI 02903-4226
Phone: (401) 274-9548
Fax: (401) 421-7650
E-mail: LAB@brown.edu
Internet: http://www.lab.brown.edu

Northwest Regional Educational Laboratory (NWREL)
Director: Dr. Ethel Simon-McWilliams
Address: 101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
Phone: (503) 275-9500
Fax: (503) 275-9489
E-mail: info@nwrel.org
Internet: http://www.nwrel.org

Pacific Resources for Education and Learning (PREL)
Director: Dr. John W. Kofel
Address: 828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
Phone: (808) 533-6000
Fax: (808) 533-7599
E-mail: askprel@prel.hawaii.edu
Internet: http://www.prel.hawaii.ed

SouthEastern Regional Vision for Education (SERVE)
Director: Dr. John R. Sanders
Address: Post Office Box 5367
Greensboro, NC 27435
Phone: (910) 334-3211
Fax: (910) 334-3268
E-mail: info@serve.org
Internet: http://www.serve.org

Southwest Educational Development Laboratory (SEDL)
Director: Dr. Wesley A. Hoover
Address: 211 East Seventh Street
Austin, TX 78701-3281
Phone: (512) 476-6861
Fax: (512) 476-2286
E-mail: info@sedl.org
Internet: http://www.sedl.org

WestEd
Director: Dr. Glen Harvey
Address: 730 Harrison Street
San Francisco, CA 94107-1242
Phone: (415) 565-3000
Fax: (415) 565-3012
E-mail: tross@wested.org
Internet: http://www.wested.org

Photographs © 1998 PhotoDisc, Inc.

The Regional Educational Laboratory Program is administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This publication is based on work sponsored wholly or in part by the U.S. Department of Education under contract numbers RJ 96006001-96006901. The content of this publication does not necessarily reflect the views of the department or any other agency of the U.S. government.

BEST COPY AVAILABLE